

## SPEECH-LANGUAGE PATHOLOGISTS (SLPs) PROFESSIONAL PRACTICE NATIONAL STANDARDS

Standard 1	SLP demonstrates knowledge and skills in speech-language pathology and related subject areas (e.g., literacy) and implements services in an ethical manner
<b>What SLPs Need to Demonstrate</b>	<b>National Association Standards ASHA, IPEC, NEPF, ESSA</b>
<b>Indicator 1</b> SLP accesses support/information when needed to provide therapy services for the diverse needs of the student population	<ul style="list-style-type: none"> <li>• ASHA Code of Ethics: Principle of Ethics I: B, C, M; Principle of Ethics II: A, D; Principle of Ethics IV: A, L</li> <li>• ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Prevention and Wellness, Populations &amp; Systems; Professional Practice: Advocacy &amp; Outreach, Education, Research, Administration &amp; Leadership</li> <li>• ASHA R&amp;R: Critical Role; Range of Responsibilities; Collaboration; Leadership: Professional Development, Parent Training, Research</li> <li>• ASHA PACE (Performance Assessment of Contributions and Effectiveness of Speech- Language Pathologists) Matrix: Performance Objective 1</li> <li>• ASHA Workload Activity Cluster: Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State &amp; Local Mandates</li> <li>• ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection</li> <li>• Interprofessional Education Collaborative (IPEC) Core Competencies: Roles &amp; Responsibilities; Teams &amp; Teamwork; Values/Ethics</li> <li>• Interprofessional Education Collaborative (IPEC) Core Competencies: Roles &amp; Responsibilities; Teams &amp; Teamwork; Values/Ethics</li> <li>• NEPF: Professional Responsibilities: Standard 1; 2</li> <li>• ESSA</li> </ul>
<b>Indicator 2</b> SLP completes and/or provides in-service training or professional development related to profession or educational setting. (e.g., 1:1 in- service training, conversation with staff, PLC)	<ul style="list-style-type: none"> <li>• ASHA Code of Ethics: Principle of Ethics II: D; Principle of Ethics III: E; Principle of Ethics: IV: C, J, K</li> <li>• ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Population &amp; Systems, Prevention &amp; Wellness; Professional Practice: Advocacy &amp; Outreach, Education, Research, Administration &amp; Leadership</li> <li>• ASHA R&amp;R: Critical Roles, Collaboration, Leadership: Professional Development, Parent Training, Research</li> <li>• ASHA PACE Matrix: Performance Objective 1</li> <li>• ASHA Workload Activity Cluster: Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State &amp; Local Mandates</li> <li>• ASHA Cultural Competence Checklist: Service Delivery;</li> <li>• Interprofessional Education Collaborative (IPEC) Core Competencies: Interprofessional Communication; Teams &amp; Teamwork</li> <li>• NEPF: Professional Responsibilities: Standard 1; 2;3</li> <li>• ESSA</li> </ul>
<b>Indicator 3</b> SLP demonstrates	<ul style="list-style-type: none"> <li>• ASHA Code of Ethics: Principle of Ethics: I: A; Principle of Ethics II: D</li> </ul>

Standard 1	SLP demonstrates knowledge and skills in speech-language pathology and related subject areas (e.g., literacy) and implements services in an ethical manner
competence in oral and written communication skills	<ul style="list-style-type: none"> <li>• ASHA Scope of Practice: Service Delivery: Collaboration, Population and Systems; Professional Practice: Advocacy &amp; Outreach</li> <li>• ASHA R&amp;R: Critical Roles; Range of Responsibilities; Collaboration; Leadership</li> <li>• ASHA PACE Matrix: Performance Objective 1</li> <li>• ASHA Workload Activity Cluster: Indirect Activities, Indirect Services, Activities that Support Compliance with Federal, State &amp; Local Mandates</li> <li>• ASHA Cultural Competence Checklist: Service Delivery, Personal Reflection</li> <li>• Interprofessional Education Collaborative (IPEC) Core Competencies: Interprofessional Communication</li> <li>• NEPF: Professional Responsibilities: Standard 1;3</li> <li>• ESSA</li> </ul>
<b>Indicator 4</b> SLP demonstrates consistent behavior management skills that foster positive interactions with and between students	<ul style="list-style-type: none"> <li>• ASHA Code of Ethics: Principle of Ethics I: A; Principle of Ethics II: A; Principle of Ethics IV: D, R</li> <li>• ASHA Scope of Practice: Service Delivery: Counseling, Prevention &amp; Wellness, Assessment, Treatment, Population &amp; Systems; Professional Practice: Administration &amp; Leadership</li> <li>• ASHA R&amp;R: Critical Roles; Range of Responsibilities; Collaboration: with school professionals, with families, with students</li> <li>• ASHA PACE Matrix: Performance Objective 1</li> <li>• ASHA Workload Activity Cluster: Direct Services; Indirect Services; Indirect Activities; Activities that Support Compliance with Federal, State &amp; Local Mandates</li> <li>• ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection</li> <li>• Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics</li> <li>• NEPF: Professional Responsibilities: Standard 1;3; 5; Instructional Practices: Standard 3</li> <li>• ESSA</li> </ul>
Standard 2	SLP provides culturally and educationally appropriate services and/or specifically designed instruction, that are effective, engage students, and reflect evidence-based practices
<b>What SLPs Need to Demonstrate</b>	<b>National Association Standards ASHA, IPEC, NEPF, ESSA</b>
<b>Indicator 1</b> SLP develops and executes appropriate therapy for students	<ul style="list-style-type: none"> <li>• ASHA Code of Ethics: Principle of Ethics I: A, B, C, K, L, M; Principle of Ethics II: A, G</li> <li>• ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Assessment, Treatment, Modalities, Technology and Instrumentation, Population and Systems; Professional Practice: Administration and Leadership</li> <li>• ASHA R&amp;R: Critical Roles; Range of Responsibilities; Collaboration: with school, with students, with families</li> <li>• ASHA PACE Matrix: Performance Objective 2</li> <li>• ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State and Local Mandates</li> <li>• ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection</li> </ul>

<b>Standard 2</b>	<b>SLP provides culturally and educationally appropriate services and/or specifically designed instruction, that are effective, engage students, and reflect evidence-based practices</b>
	<ul style="list-style-type: none"> <li>• Interprofessional Education Competencies: Values/Ethics</li> <li>• NEPF: Instructional Practice: Standard 1,2,3, 5; Professional Practice: Standard 1 3</li> <li>• ESSA</li> </ul>
<p><b>Indicator 2</b> SLP uses a variety of instructional materials and strategies and implements activities that promote progress on student's specific IEP goals</p>	<ul style="list-style-type: none"> <li>• ASHA Code of Ethics: Principle of Ethics I: A, B, C; Principle of Ethics II: A, G, H</li> <li>• ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Treatment, Modalities, Technology and Instrumentation; Professional Practice: Administration and Leadership</li> <li>• ASHA R&amp;R: Critical Roles; Range of Responsibilities; Collaboration: with school, with students, with families; Leadership: parent training</li> <li>• ASHA PACE Matrix: Performance Objective 2</li> <li>• ASHA Workload Activity Cluster: Direct Services; Indirect Services; Activities that Support Compliance with Federal, State and Local Mandates</li> <li>• ASHA Cultural Competence Checklist: Service Delivery, Personal Reflection</li> <li>• Interprofessional Education Competencies: Values/Ethics</li> <li>• NEPF: Instructional Practice: Standard 1, 2, 3, 4, 5</li> <li>• ESSA</li> </ul>
<p><b>Indicator 3</b> SLP provides each student with an opportunity for an optimal number of responses while providing accurate and specific feedback to students</p>	<ul style="list-style-type: none"> <li>• ASHA Code of Ethics: Principle of Ethics I: A, C, K, M; Principle of Ethics II: A, G</li> <li>• ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Treatment, Modalities, Technology and Instrumentation; Professional Practice: Administration and Leadership</li> <li>• ASHA R&amp;R: Critical Roles; Range of Responsibilities; Collaboration: with other school professionals, with students, with families</li> <li>• ASHA PACE Matrix: Performance Objective 2</li> <li>• ASHA Workload Activity Cluster: Direct Service, Indirect Service, Indirect Activities, Activities that Support Compliance with Federal, State and Local Mandates</li> <li>• ASHA Cultural Competence Checklist: Service Delivery, Personal Reflection</li> <li>• Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics</li> <li>• NEPF: Instructional Practice: 1, 2, 3, 4, 5</li> <li>• ESSA</li> </ul>
<b>Standard 3</b>	<b>SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for children with IEPs</b>
<b>What SLPs Need to Demonstrate</b>	<b>National Association Standards ASHA, IPEC, NEPF, ESSA</b>
<p><b>Indicator 1</b> SLP prepares adequately</p>	<ul style="list-style-type: none"> <li>• ASHA Code of Ethics: Principle of Ethics I: A, B, H, J, M, O, P, Q; Principle of Ethics II: A; Principle of Ethics IV: A, C, D, E,</li> </ul>

Standard 3	SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for children with IEPs
<p>for MDT and IEP meetings by reviewing all records and reviewing all records, soliciting input from parents teachers and students</p> <p>SLP maintains adherence to IDEA, FERPA, HIPAA, local, state and federal regulations/mandates</p>	<p>L, R</p> <ul style="list-style-type: none"> <li>• ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Prevention &amp; Wellness, Screening, Assessment, Population &amp; Systems; Professional Practice: Administration and Leadership</li> <li>• ASHA R&amp;R: Critical Roles; Range of Responsibilities; Collaboration: with school professionals, with families, with students</li> <li>• ASHA PACE Matrix: Performance Objective 3</li> <li>• ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State and Local Mandates</li> <li>• ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection</li> <li>• Interprofessional Education Collaborative (IPEC) Core Competencies: Interprofessional Communication</li> <li>• NEPF: Professional Responsibilities: Standard 1, 3, 5; Instructional Practices: Standard 5</li> <li>• ESSA</li> </ul>
<p><b>Indicator 2</b></p> <p>SLP explains IEP content clearly using language parents and other team members understand</p>	<ul style="list-style-type: none"> <li>• ASHA Code of Ethics: Principle of Ethics I: A, B, C, H, J, L, M, O, P, Q; Principle of Ethics II: A; Principle of Ethics III: A, B, E, F; Principle of Ethics IV: A, B, C, D, E, L, R</li> <li>• ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Prevention &amp; Wellness, Assessment, Population &amp; Systems; Professional Practice: Advocacy &amp; Outreach, Administration &amp; Leadership</li> <li>• ASHA R&amp;R: Critical Roles; Range of Responsibilities: Compliance; Collaboration: with other school professionals, with families, with students</li> <li>• ASHA PACE Matrix: Performance Objective 3</li> <li>• ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Support Compliance with Federal, State and Local Mandates</li> <li>• ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection</li> <li>• Interprofessional Education Collaborative (IPEC) Core Competencies: Value/Ethics, Interprofessional Communication, Teams &amp; Teamwork</li> <li>• NEPF: Professional Responsibilities: Standard 1, 3, 4</li> <li>• ESSA</li> </ul>
<p><b>Indicator 3</b></p> <p>SLP writes measureable goals and benchmarks that are achievable within a year and relate to the student's present educational levels and the curriculum</p>	<ul style="list-style-type: none"> <li>• ASHA Code of Ethics: Principle of Ethics I: A, B, C, H, J, K, L, M, O, P, Q; Principle of Ethics II: A, G, H; Principle of Ethics III: A, E, F; Principle of Ethics IV: A, B, E, L, R</li> <li>• ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Screening, Assessment, Treatment, Modalities, Technology &amp; Instrumentation, Population &amp; Systems; Professional Practice: Administration &amp; Leadership</li> <li>• ASHA R&amp;R: Critical Roles; Range of Responsibilities; Collaboration: with other school professionals, with community, with families, with students</li> <li>• ASHA PACE Matrix: Performance Objective 3</li> <li>• ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State &amp; Local Mandates</li> </ul>

<b>Standard 3</b>	<b>SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for children with IEPs</b>
	<ul style="list-style-type: none"> <li>• ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection</li> <li>• Interprofessional Education Collaborative (IPEC) Core Competencies: Teams &amp; Teamwork</li> <li>• NEPF: Professional Responsibilities: Standard 1; Instructional Practices: Standard 2</li> <li>• ESSA</li> </ul>
<b>Indicator 4</b> SLP documents therapy sessions within district identified timelines and adheres to all district, state and federal documentation and compliance guidelines	<ul style="list-style-type: none"> <li>• ASHA Code of Ethics: Principle of Ethics I: A, H, J, K, L, M, O, P, Q; Principle of Ethics II: A; Principle of Ethics III: C, D, E; Principle of Ethics IV: C, D, E, R</li> <li>• ASHA Scope of Practice: Service Delivery: Collaboration, Treatment, Modalities, Technology and Instrumentation; Professional Practice: Administration &amp; Leadership; Range of Responsibilities</li> <li>• ASHA PACE Matrix: Performance Objective 3</li> <li>• ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State and Local Mandates</li> <li>• ASHA Cultural Competence Checklist: Service Delivery, Personal Reflection</li> <li>• Interprofessional Education Collaborative (IPEC) Core Competencies: Values &amp; Ethics</li> <li>• NEPF: Professional Responsibilities: Standard 3</li> <li>• ESSA</li> </ul>

<b>Standard 4</b>	<b>SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders</b>
<b>What SLPs Need to Demonstrate</b>	<b>National Association Standards ASHA, IPEC, NEPF, ESSA</b>
<b>Indicator 1</b> SLP uses appropriate formal and/or informal assessment tools related to suspected disability, age level and cultural/linguistic background  Conducts student observations in multiple settings  Interviews team and family members familiar with student	<ul style="list-style-type: none"> <li>• ASHA Code of Ethics: Principle of Ethics I: A, B, C, H, J, K, L, M, N, O, P, Q; Principle of Ethics II: A; Principle of Ethics III: A, B, C, D, E; Principle of Ethics IV: A, B, C, D, E, L, R</li> <li>• ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Prevention &amp; Wellness, Screening, Assessment, Modalities, Technology &amp; Instrumentation, Population &amp; Systems; Professional Practice: Advocacy &amp; Outreach, Administration &amp; Leadership</li> <li>• ASHA R&amp;R: Critical Roles; Range of Responsibilities; Collaboration: with school professional, with families with students, with community</li> <li>• ASHA PACE Matrix: Performance Objective 4</li> <li>• ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State &amp; Local Mandates</li> <li>• Cultural Competence Checklist: Service Delivery; Personal Reflection</li> <li>• Interprofessional Education Collaborative (IPEC) Core Competencies: Roles &amp; Responsibilities; Teams &amp; Teamwork; Values/Ethics; Interprofessional Communication</li> <li>• NEPF: Professional Responsibilities: Standard 1,3; Instructional Practices: Standard 5</li> </ul>

Standard 4	SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders
<p><b>Indicator 2</b> SLP develops professionally written evaluation reports</p> <p>SLP analyzes and interprets test results with consideration of cultural/linguistic background to make recommendations</p>	<ul style="list-style-type: none"> <li>• ESSA</li> <li>• ASHA Code of Ethics: Principle of Ethics I: A, B, C, H, K, L, M, O, P, Q; Principle of Ethics II: A, G; Principle of Ethics III: A, B, C, D, E; Principle of Ethics IV: A, B, C, D, E, L, R</li> <li>• ASHA Scope of Practice: Service Delivery: Populations &amp; Systems; Professional Practice: Administration &amp; Leadership</li> <li>• ASHA R&amp;R: Critical Roles; Range of Responsibilities: Assessment, Prevention, Program Design, Data Collection &amp; Analysis, Compliance; Collaboration: with school professionals, with families, with students</li> <li>• ASHA PACE Matrix: Performance Objective 4</li> <li>• ASHA Workload Activity Cluster: Indirect Services, Indirect Activities, Activities that Support Compliance with Federal State &amp; Local Mandates</li> <li>• ASHA Cultural Competence Checklist: Service Delivery, Personal Reflection</li> <li>• Interprofessional Education Collaborative (IPEC) Core Competencies: Roles &amp; Responsibilities; Teams &amp; Teamwork; Interprofessional Communication</li> <li>• NEPF: Professional Responsibilities: Standard 3</li> <li>• ESSA</li> </ul>
<p><b>Indicator 3</b> SLP collaborates with other team members to create schedules that reflect assessments to be conducted and completed at designated times in accordance with federal, state, and/or district regulations/mandates</p>	<ul style="list-style-type: none"> <li>• ASHA Code of Ethics: Principle of Ethics I: A, B, C, J, O, P, Q; Principle of Ethics II: A; Principle of Ethics III: A, B, C, D; Principle of Ethics IV: A, B, C, D, E, L, R</li> <li>• ASHA Scope of Practice: Service Delivery: Collaboration, Screening, Assessment; Professional Practice: Administration &amp; Leadership</li> <li>• ASHA R&amp;R: Critical Roles; Range of Responsibilities: Program Design, Compliance; Collaboration: with other school professionals, with families, professionals, with families, with students</li> <li>• ASHA PACE Matrix: Performance Objective 4</li> <li>• ASHA Workload Activity Cluster: Direct Services, Indirect Services; Indirect Activities; Activities that Support Compliance with Federal, State and Local Mandates</li> <li>• ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection</li> <li>• Interprofessional Education Collaborative (IPEC) Core Competencies: Roles &amp; Responsibilities; Teams &amp; Teamwork; Interprofessional Communication</li> <li>• NEPF: Professional Responsibilities: Standard 1,3</li> <li>• ESSA</li> </ul>
Standard 5	SLP uses appropriate and dynamic service delivery methods consistent with the wide variety of individual student skills and needs
<p><b>What SLPs Need to Demonstrate</b></p>	<p style="text-align: center;"><b>National Association Standards ASHA, IPEC, NEPF, ESSA</b></p>
<p><b>Indicator 1</b></p>	



Standard 5	SLP uses appropriate and dynamic service delivery methods consistent with the wide variety of individual student skills and needs
<p>SLP develops activities that promote progress on student's specific IEP goals</p>	<ul style="list-style-type: none"> <li>• ASHA Code of Ethics: Principle of Ethics I: A, B, C, J, K, L, M, N; Principle of Ethics II: A, G, H; Principle of Ethics III: A, B, C, D, E; Principle of Ethics IV: A, B, D, E, R</li> <li>• ASHA Scope of Practice: Collaboration, Counseling, Treatment, Modalities, Technology/Instrumentation, Populations/Systems; Professional Practice: Administration/Leadership</li> <li>• ASHA R&amp;R: Critical Roles; Range of Responsibilities: Intervention, Program Design, Data Collection &amp; Analysis; Collaboration: with other school professionals, with families, with students</li> <li>• ASHA PACE Matrix: Performance Objective 5</li> <li>• ASHA Workload Activity Cluster: Direct Services; Indirect Services; Indirect Activities; Activities that Support Compliance with Federal, State and Local Mandates</li> <li>• ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection</li> <li>• Interprofessional Education Collaborative (IPEC) Core Competencies: Roles &amp; Responsibilities; Teams &amp; Teamwork</li> <li>• NEPF: Professional Responsibilities: Standard 1, 3; Instructional Practices: Standard 1, 2, 3, 4, 5</li> <li>• ESSA</li> </ul>
<p><b>Indicator 2</b> SLP ensures each student understands the purpose of therapy/activity so that they can demonstrate comprehension by various means</p>	<ul style="list-style-type: none"> <li>• ASHA Code of Ethics: Principle of Ethics I: A, B, C, J, K, M; Principle of Ethics II: A, G, H; Principle of Ethics III: A, C; Principle of Ethics IV: A, D, E, R</li> <li>• ASHA Scope of Practice: Collaboration, Counseling, Treatment, Modalities, Technology/Instrumentation, Populations/Systems; Professional Practice: Administration/Leadership</li> <li>• ASHA R&amp;R: Critical Roles; Range of Responsibilities: Intervention, Program Design, Data Collection &amp; Analysis; Collaboration: with other school professional, with families, with students</li> <li>• ASHA PACE Matrix: Performance Objective 5</li> <li>• ASHA Workload Activity Cluster: Direct Services; Indirect Services; Indirect Activities; Activities that Support Compliance with Federal, State and Local Mandates</li> <li>• ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection</li> <li>• Interprofessional Education Collaborative (IPEC) Core Competencies: Interprofessional Communication; Values/Ethics</li> <li>• NEPF: Professional Responsibilities: Standard 5; Instructional Practices: Standard 1, 2, 3, 4</li> <li>• ESSA</li> </ul>
<p><b>Indicator 3</b> SLP changes the activities, feedback or direction of the session when a student is not understanding or able to demonstrate success with the session goal</p> <p>SLP collects formal or informal student data</p>	<ul style="list-style-type: none"> <li>• ASHA Code of Ethics: Principle of Ethics I: A, B, C, J, K, M, O, P, Q; Principle of Ethics II: A; Principle of Ethics IV: D, E, R</li> <li>• ASHA Scope of Practice: Collaboration, Counseling, Treatment, Modalities, Technology/Instrumentation, Populations/Systems; Professional Practice: Administration/Leadership</li> <li>• ASHA R&amp;R: Critical Roles; Range of Responsibilities: Assessment, Prevention, Intervention, Program Design, Data Collection &amp; Analysis, Compliance; Collaboration: with other school professionals, with families, with students</li> <li>• ASHA PACE Matrix: Performance Objective 5</li> <li>• ASHA Workload Activity Cluster: Direct Services; Indirect Services; Indirect Activities; Activities that Support Federal, State and Local Mandates</li> </ul>

Standard 5	SLP uses appropriate and dynamic service delivery methods consistent with the wide variety of individual student skills and needs
directly related to student's goals and benchmarks	<ul style="list-style-type: none"> <li>• ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection</li> <li>• Interprofessional Education Collaborative (IPEC) Core Competencies: Interprofessional Communication</li> <li>• NEPF: Professional Responsibilities: Standard 5; Instructional Practices: Standard 1, 2, 3, 4, 5</li> <li>• ESSA</li> </ul>
<p><b>Indicator 4</b> SLP designs therapy delivery models based on individual student needs and skills</p>	<ul style="list-style-type: none"> <li>• ASHA Code of Ethics: Principle of Ethics I: A, B, C, J, K, M, Q; Principle of Ethics II: A, G, H; Principle of Ethics IV: R</li> <li>• ASHA Scope of Practice: Collaboration, Counseling, Treatment, Modalities, Technology/Instrumentation, Populations/Systems; Professional Practice: Administration/Leadership</li> <li>• ASHA R&amp;R: Critical Roles; Range of Responsibilities: Prevention, Intervention, Program Design, Data Collection &amp; Analysis, Compliance; Collaboration: with other school professionals, with families, with students</li> <li>• ASHA PACE Matrix: Performance Objective 5</li> <li>• ASHA Workload Activity Cluster: Direct Services; Indirect Services; Indirect Activities; Activities that Support Compliance with Federal, State and Local Mandates</li> <li>• ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection</li> <li>• Collaborative (IPEC) Core Competencies: Roles &amp; Responsibilities; Teams &amp; Teamwork</li> <li>• NEPF: Professional Responsibilities: Standard 1, 5; Instructional Practices: Standard 1, 2, 3, 4</li> <li>• ESSA</li> </ul>